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ABSTRACT

This eighth-grade lesson teaches about military battles and the lives of women during the U.S. Civil War. Students work both individually and in groups, assuming the perspective of a young woman who has left home to join the war effort. The lesson progresses along the following steps: (1) "Getting Started" (Focus on a particular woman's role); (2) "Civil War 'Spiders'" (Brainstorming); (3) "Cyber Scavenger Hunt" (Internet research); (4) "Flowing Terrific Terms" (Vocabulary); (5) "A Young Girl's Life" (Diary reading); (6) "Meeting a Spy and Other Stories" (Diary reading); (7) Internet Research; (8) "Keeping in Touch with Home" (Letter writing); (9) "Dynamite Drawings" (Creating maps, scenery, props, etc.); (10) "Storyboards"; (11) "Practice Presentation"; (12) "Final Group Presentation." "Reflection" presents questions for thought and discussion. Includes a teacher's guide, which outlines lesson purpose, student skills, lesson pacing, resources and materials, interdisciplinary connections, and vocabulary. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Not Just a Man's War

8th Grade Lesson by Eileen M. Granet

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San Berardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/manswar/index.html

1997

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Figure 1
Officers and ladies on Garrison House porch in Fort Monroe, 1846
(Library of Congress)

NOT JUST A MAN'S WAR:

Women in the American Civil War 1861-65

(A SDAIE Lesson)

You are a young woman in 1862 who has only recently left your girlhood home to join the war effort for your side in the Civil War or War Between the States. News of battles dominates the headlines and events of the war are shared among people at every opportunity. Young men you know have been killed or wounded. People you care about have been tragically effected by the war. You will be writing letters to one person in your family...a grandparent, parent, husband, brother or sister..to share your concerns. This is your ONLY contact with home because there were no telephones or computers back then. You are homesick. Hearing about your family, friends, and their lives helps you to feel better. It also helps you to share your joys and unhappiness about the war with them. You want to help your side of the war and will not leave your job until the war is over.

The letter below from your mother explains the project:

February 1, 1862

My Dear,

I know you are surprised to get a letter from me. Cousin Fred is helping me write to you because we are all worried about you. This war has made life very difficult for everyone. It has pitted families against families, and brothers against brothers. I know that you are strong in your beliefs to help our side of the War, but I MUST hear from you. I cannot think about anything else but you and the dangerous situations you must be in right now. I can't sleep.

You left before I could say goodbye. I don't know what you volunteered to do in the War. What is your job and its duties? Don't leave out a word, as I want to know it all! Do you like it? As you have never been away from home before, I know you are seeing and learning many new things.

I am trying to learn whatever I can from the newspapers even though Cousin Fred is just beginning to teach me to read. I must know what is happening in this awful war. Thank goodness I have a dictionary to look up any new words I come across. It's amazing how many new words there can be! When you use new words in your letters, please share their meanings with me. There must be special words the soldiers speak. I also enjoy learning "slang words" or words made up, even though they aren't considered proper English. I try to learn ten new words a week. You can help me meet my goal as I am sure you are hearing lots of new words. The lilacs you planted are blooming. The air smells sweet with flowers on the hillsides. Every time I walk near the flowers, I think of you. I know how much you love flowers, the land and animals. Tell me about the countryside where you are now. Are there hills, valleys, swamps, lakes, streams, plateaus, etc. What is the land like? Is it like dear sweet home? Will it be important if the war comes to where you are? Please draw me a map of the area so I can see in my mind a picture of where you are now. I know you'll love drawing this map as you were always doodling, even in the dirt.

Everyone here is fine, except for Aunt Sallie. She was walking home from Crooked Bend and a thunderstorm hit. She was about five miles away from home. She hid in Beaver Creek Cave until the worst of the storm was over. Then she continued walking home. The rain continued and she caught a mighty fierce cold. She coughs all the time and is very hot. We are nursing her with ma's famous chicken soup. We are concerned about her, but think she'll be fine in a few days.

Talking about ma's chicken soup reminds me how hungry I am right now. I have to close as it's supper time. We are having stew and homemade biscuits today. Yum! Yum! What did you eat today? Are they feeding you well? Is it as good as our home cooking? Do you need any food, supplies or clothes sent? Let me know and I'll try to get you what you need.

Write soon, I beg of you. I miss you terribly and think of you all the time. I hope this war ends fast so you can be back home with us. Love, Mamma

THE TASK:

You will learn about military battles and the lives of women during the American Civil War, 1861-1865 using both the Internet and other resources. You will work both by yourself and in a group throughout this unit. Your group will write 2 letters from a woman who may have lived during the Civil War and 2 letters from the woman's relative. In these four letters you will include factual information that could have applied to these people. Have fun as you:

- learn words spoken then and the kinds of food they ate.
- read actual letters written during the War.
- make flags, write letters, draw a map, and act.
- make scenery (or background) and props for a final group presentation.
- make a videotape.
- present what you have learned to the class as a 15 minute play or Reader's Theater based on the letters

THE PROCESS:

STEP 1 - GETTING STARTED

You will be assigned to a group with 3 other students. Each group will focus on a different woman's role and family experiences during the Civil War.

Figure 2
Family Group at Cedar Mountain, Virginia.
By Timothy H. O'Sullivan
(Library of Congress)

The groups are:

UNION (NORTH)	CONFEDERACY (SOUTH)
GROUP 1: nurse	GROUP 5: nurse
GROUP 2: spy	GROUP 6: soldier
GROUP 3: soldier	GROUP 7: soldier
GROUP 4: Boston woman with kids	GROUP 8: Atlanta refugee (home burned)

To get started...

- Decide on a name for your group's woman.
- Decide on a name for the relative.
- Decide the role of the relative (grandparent, parent, husband, sister or brother)
- On a piece of paper for the group, write down group members' names, duties and roles.
- Copy the paper.
- Give one copy to the teacher and put the other in your group Civil War folder.

STEP 2 - CIVIL WAR "SPIDERS"

This activity is the same thing as a clustering or brainstorming. Make a circle for the spider's body in the center of your paper and write the name CIVIL WAR in it. Then make spider legs, or straight lines, from the spider's body. On each leg, write 1 fact you know about the Civil War. Your spider might have more legs than a real life spider, which has 8 legs.

1. Using you text or other books as reference, create a cluster, or "spider," showing what you know about the Civil War.

2. Share your cluster with your group. When done, put your paper in Civil War Group Folder.

3. Make a new huge group cluster on construction paper showing everyone's information.

4. Share your group cluster with the class, make needed corrections and use it in writing your letters.

STEP 3 - CYBER SCAVENGER HUNT

Your group will be playing a game called Cyber Scavenger Hunt. You are given a list of things to find. The first group that finds all the things wins the game. Your group will be using the Internet to find things listed on the Scavenger Hunt List. Be sure and tell the teacher when you are done, as you might be the first group done. You will enjoy this game, even if you don't win, because you are already winners! This game will help you review how to use the Internet. It will also give you information you'll need for your letters.

Figure 3
General William T. Sherman
(Library of Congress)

1. Your group will be assigned a battle site or area. Everything you find out in your hunt will be about this battle or area.

2. Use the Internet to find YOUR group's Scavenger Hunt battle information. The battle will be assigned by your teacher.

3. Complete the Cyber Scavenger Hunt and write down needed information about your battle. After the game, put this paper in your group's Civil War Folder to use later.

STEP 4 - FLOWING TERRIFIC TERMS

Flowing Terrific Terms activity will also be fun. The following sites have all the information for you to complete this activity. You will be completing a Flowchart. Flowcharts are a way of showing how something works. In a flowchart, there are arrows and sometimes numbers. To go from one box to another in a flowchart, you have to follow the numbers. Your flowchart will help you learn new words. You learn the first, and then move to the second and so on. You will also use your flowchart to be sure that you have used 10 new Civil War words in your letters. Remember, each group member chooses 10 DIFFERENT words. You may help each other with ideas to draw your illustrations or pictures. Your pictures should be simple and easy to draw. Stick figures are great! These pictures will help you remember what the words mean.

1. Visit and read the following handouts with Civil War information:

   SOLDIER'S VOCABULARY

   MEDICAL VOCABULARY

   SLANG WORDS

2. Choose 10 words from the above handouts.

3. Check with your group members to be sure everyone has different words.

4. Complete the Flowing Terrific Terms paper. Each person in your group fills out a

sheet.

5. Put completed papers in your group's Civil War folder.

STEP 5 - A YOUNG GIRL'S LIFE

Your group will read about a 10 year old girl named Carrie Berry. She lived in Atlanta during the Civil War when her city was burned. She wrote a daily diary, like many of you. In her diary you will learn about her life and the war. There is a glossary that was made for you. If you find any words you do not understand, check the Carrie Berry Glossary.

Figure 4
Boxcar refugees, Atlanta railroad depot, 1864
By George N. Barnard

- To read the Carrie Berry Diary from Aug.1, 1864 to Jan. 4, 1865. http://www.cee.indiana.edu/gopher/Turner_Adventure_Learning/Gettysburg_Archive/Primary_Resources/Berry_diary.txt

- If you need help understanding words in the diary, check the Carrie Berry Glossary. As you read about her life, take notes on types of foods, daily life, chores, and other things of interest about life then.

- With your group, make two Venn Diagrams to show (http://www.sdcoe.k12.ca.us/score/actbank/tvenn.htm)

  FOODS THEN and FOODS TODAY

  HOME LIFE THEN and HOME LIFE TODAY

- Share your diagrams with your group.

- Place the Venn Diagrams in the group's Civil War Folder.

STEP 6 - MEETING A SPY & OTHER STORIES

Have you ever wondered what it would be like to meet a spy during the Civil War times? You will hear of that experience now. A Confederate Officer's wife kept a record of what she saw during the war. A book of her writings has been put together by Myrta Lockett Avary and you may read it now on the Internet by going to the A Virginia Girl's Diary at http://sunsite.unc.edu/docsouth/avary/avary.html

- Read Chapter V - I MEET BELLE BOYD AND SEE DICK IN A NEW LIGHT.
- Read Chapter XI - RESCUED BY THE FOE.

Take notes of interesting facts, your thoughts and feelings as you read the chapters. If you want to know more, look at the book's TABLE OF CONTENTS and choose other chapters to read.

EXTRA CREDIT option. Write a summary for each chapter you read.

Figure 5
Tents of a general hospital at City Point, Virginia, October 1864.
(Library of Congress)

STEP 7 - INTERNET RESEARCH

You and your group will now "surf" the following websites for information you can use in your letters. Have fun!

Basic Information:

Timeline of the Civil War shows important events during each year of Civil War, and also contains Photographs of the war. http://www.rs6.loc.gov:80/ammem/tl1861.html

United States Civil War Center links to archives and special collections, biographies, battles, military, diaries, documents, photographs, reenactment information, etc. http://www.cwc.lsu.edu/civlink.htm

Civil War Archive links to archives of photographs, manuscripts, battle summaries http://www.civil-war.net/

American Civil War Homepage, wealth of information, links to letters, personal accounts, documents, specific battle information, reenactors' groups, timelines, overviews and graphics. http://sunsite.utk.edu/civil-war/warweb.html

American Life Histories, over 2,900 documents in the form of narratives, dialogues, reports and case histories from the Federal Writers' Project, 1939-1940. Searches by keywords and state are possible for topics including family education, religion, income, occupations, medical needs and diet. http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html

American and Canadian History, takes awhile to load, but is worth the wait. American History sections include Colonial-Revolution, Native Americans & Frontier West, and Civil War. http://www.execpc.com/~dboals/a-part1.html#TOP

The Valley of the Shadow, pictures, diaries, news accounts, letters before Civil War, charts and documents. http://jefferson.village.virginia.edu/vshadow/

War Statistics, tells how how many people were in the war and how many died or were wounded http://www.cwc.lsu.edu/other/stats/warcost.htm

Letters:

Andrew C.L. Gatewood, letter to sister (VMI Archives), Battle of Manassas, Sept. 3, 1862. http://www.vmi.edu/~archtml/gate21.html

John H. Ervine, letter to his wife Ellen (VMI Archives), June 18, 1861. http://www.vmi.edu/~archtml/ms331trn.html

"My Precious Loulie," eight Civil War love letters. http://scholar2.lib.vt.edu/spec/cwlove/cwlove.html

Confederate Women Letters (Ladies Auxiliary of the 10th SC Volunteer Infantry), letters written by Confederate women about life and childhood, links to Confederate Women, i.e. Mary Boykin Chestnut, Confederate First Lady, Rose O'Neil Greenhow. http://www.awod.com/gallery/probono/cwchas/10ladies.html

Images of Battle, Confederate and Union soldiers' letters from battlefronts, both original and transcribed documents, also a battle site map. http://ils.unc.edu/civilwar/civilwar.html

Letters from Iowa Soldier in the Civil War, written to sweetheart, describes Union camp living and war details. http://www.ucsc.edu/civil-war-letters/home.html

Diary:

Carrie Berry, a 10 year old girl living in Atlanta during the Civil War http://www.cee.indiana.edu/gopher/Turner_Adventure_Learning/Gettysburg_Archive/Primary_Resources/Berry_diary.txt

Book:

Virginia Girl, experiences of a Confederate Officer's wife during the Civil War, 1861-1865
http://sunsite.unc.edu/docsouth/avary/avary.html#avary150

Women:

Civil War Women, archives including scanned pages and texts of 3 women, includes information on spies http://scriptorium.lib.duke.edu/collections/civil-war-women.html

Women Soldiers of the Civil War, National Archives and Records Administration
http://gopher.nara.gov/exhall/prologue/women1.html
http://gopher.nara.gov/exhall/prologue/women2.html
http://gopher.nara.gov/exhall/prologue/women3.html

Clara Barton
http://www.nahc.org/NAHC/Val/Columns/SC10-1.html

Rose O'Neal Greenhow, easy to read brief summary of her life with photo
http://scriptorium.lib.duke.edu/greenhow/

Photographs:

American Memory Project (Library of Congress), selected Civil War photographs
http://rs6.loc.gov/ammem/cwphome.html

Selected Pictures of the Civil War, National Archives and Records Administration,
http://gopher.nara.gov:70/Oh/inform/dc/audvis/still/civwar.html

Generals' Photos, long loading, but a great database
http://people.delphi.com/yatsuo/go_main.htm

Recipes:

Recipes and Food Information, contains Hardtack, Beef Jerky, Main Courses, Desserts, "Swamp Cabbage Stew". http://www.access.digex.net/~bdboyle/reenact/recipe.html

Flags:

Battle Flags of the Confederacy, researched by Al Sumrall (writer of book Battle Flags of Texans in the Confederacy, Eakin Press), 30 types of battle flags and 3 national flags
http://www.livingston.net/aks/

Civil War Confederate Stars and Bars, 5 National Confederate Flags and links to Official U.S. Flags http://www.icss.com/usflag/confederate.stars.and.bars.html

Other:

Ask a Historian, if you still have Civil War questions, write a question to a historian
http://web.cr.nps.gov/history/askhist.htm

Civil War Generals, facts on generals' lives, i.e. careers before and after the Civil War, birthdeath dates, and learn where the generals are buried
http://sunsite.utk.edu/civil-war/generals.html

Virtural Tour of the B&O Railroad Station Museum, photos and historic information in easy to read language http://www-rcf.usc.edu/~gkoma/vrtour.html

Clothing, commercial site but useful pictures of Civil War period clothing, including children's clothing http://rampages.onramp.net/~lawsonda/mall/mmm/clothing.html

Money During the Civil War, pictures of Confederate and Union notes (or bills)
http://marin.org/npo/cwar/pay/

Civil War Slang, courtesy of U.S. Department of Interior, National Park Service
http://www.cee.indiana.edu/gopher/Turner_Adventure_Learning/Gettysburg_Archive/Other_Resources/Civil_War_Slang.txt

Civil War Medicine Vocabulary, courtesy of U.S. Department of Interior, National Park Service
http://www.cee.indiana.edu/gopher/Turner_Adventure_Learning/Gettysburg_Archive/Other_Resources/Medicine_Vocabulary.txt

Civil War Artillery Glossary, explains general equipment solders used in Civil War
http://www.geocities.com/Athens/1862/glos.html

STEP 8 - KEEPING IN TOUCH WITH HOME

Everyone will write one letter. Write as if it were to someone you know. Explain your new experiences from the Civil War in detail. Remember, everything you see and do during the war is new to them. Make all of the facts accurate because our relatives and best friends (teacher and class) will learn history through your letters.

- Decide which two team members will pretend to be a Civil War woman writing to a relative or friend and which two will pretend to be the woman's at home relative writing back to her. Remember, each member writes 1 letter. You can help each other.

- Follow the writing process
  - Make a rough draft of your letter.
  - Have a team member edit your letter and sign it at the bottom. Save this copy.
  - Rewrite your letter, making corrections and additions. Save this copy.
  - Make your final copy with correct spelling and punctuation. Be neat!

- Include these things in your letter
    - Explain what happened in your assigned battle area
        - Include which side won, generals, famous people etc.
    - Describe the geography
        - how it is like or different from home
        - how it helped or hurts your side in the battle
    - Include 10 new Civil War words
        - explain special words used during this war including medicine words, slang or soldier's vocabulary
        - circle the 10 new Civil War vocabulary words in your letter.
    - Describe the volunteer job that your group's assigned woman character does
        - include duties, roles and special things about her job
    - Describe the living quarters of your assigned person including where you eat, sleep and spend your free time
    - Describe your daily life and what you do in your free time.
    - Describe what you eat.
    - Ask for something specific that you need for your job or life at home
- Input your letter onto the computer to create a Fabulous Final copy. Save it and print it. This what you will read in your group's Final Presentation.
- Staple all the draft copies of your letter together and put them in your group's Civil War folder.

STEP 9 - DYNAMITE DRAWINGS

Your team now has the chance to create some dynamite drawings to use in your final presentation. Your team must decide how you want to divide up the duties on completing this job. Everything made must be accurate and look real, i.e. flag needs correct colors and symbols on it. Use your Internet Research, and other tools, to help you. Create the following:

- Draw a map of your assigned battle area and state to show the geography including mountains, rivers, capital city, and bodies of water.
- Make a flag representing your side in the war with an explanation of what various symbols on the flag mean.

- Create simple scenery for your skit or reader's theater.
- Make simple props.

STEP 10 - STORYBOARDS

Your next task is to create a storyboard of your Final Presentation. Storyboards are like cartoon strips with snapshot pictures of each part of your presentation. Storyboards help you plan your final group presentation. Your team will make 4 storyboards, one for each letter you have written. This will become the script for your play or final group presentation. Go to for sample storyboards. http://www.sdcoe.k12.ca.us/score/actbank/tboard.htm

REMEMBER all four group members need a speaking and acting part. Group members will play the following roles:

1. WOMAN
2. WOMAN'S LEADER OR BOSS
3. COURIER (mail carrier)
4. CO-WORKER

(If your group has a different idea for the characters in your play, discuss it with your teacher first.)

- With your group, discuss how to present the letter in a final group performance, either as a play or Reader's Theater.
- Decide how each letter will be presented. What will the actors be doing in the play? What words will they be saying?
- Draw storyboards in pencil.
- Label storyboards on the back in order of presentation with your group's number and names on back.
- Make copies for each team member and place the "MASTER" copy in your group's Civil War folder.

STEP 11 - PRACTICE PRESENTATION

Your group will have some time in class to practice, but you will also need to practice at home. This is also called "rehearsal." Try to memorize and be familiar with your part (but not the letters). The letters will be "read" as they are written and received during the final group presentation.

STEP 12 - FINAL GROUP PRESENTATION

Your final group presentation can be videotaped at home and brought in the day it's due. You may also perform live in class and the teacher will videotape.

LEARNING ADVICE:

1. Your letters will be written BEFORE presentation but you will PRETEND that you are writing letters to your relative during the skit. It makes it look believable if you move your hand in a writing motion as you read these letters.

2. Keep these items near the computer when you are researching:

   paper and pencil
   dictionary

3. ALWAYS put completed work in the Civil War Group Folder (kept by your teacher). This will make sure that your work is not lost or left at home when it's due. Each step will help you write your letters and plan your Final Group Presentation.

4. There will be daily and weekly deadlines so it is important to do all the assignments daily.

5. Recheck to see that you have written about EVERYTHING under the letters (KEEPING IN TOUCH WITH HOME) and flowchart (FLOWING TERRIFIC TERMS).

6. Be sure and take notes on clothing and appearance of people back then. This will help you plan your final presentation in historical costume and be more believable.

7. Check the EVALUATION section of this unit to know what is expected of you. This will also help you plan for those great grades.

There will be both individual and group assignments throughout this unit. Evaluation will be based on teacher criteria for the individual assignments. The class will determine the rubric together for the Final Group Presentation grades.

Evaluation (grade) of work during this project will be based on the following:

25% Written Work and Drawings

- is legible and neat
- is the correct length
- uses appropriate English

- includes 10 Civil War vocabulary words explained and circled in each letter
- includes 4 letters - 2 from relative and 2 from woman
- storyboards the presentation
- includes a Confederate Flag and a United States Flag
- has Map of Battle area/state
- includes other assignments determined by the teacher

25% Final Group Presentation

- actors use simple props (letters, map, Confederate Flag, clothes, scenery)
- speakers use correct English
- all 4 members have a speaking part
- each person speaks slowly, clearly and loudly so back of room can hear
- speakers don't say "um," "you know," "okay," or giggle in between sentences or thoughts
- speakers face audience
- actors stand still on both feet, act natural without fidgeting
- actors play all parts appropriately & in character
- play includes accurate facts and details
- play or readers theater is interesting

25% Research and Daily Work

- Student completes all tasks in the Cyber Scavenger Hunt
- Student uses time effectively
- Student cleans up/returns materials

25% Collaborative/Cooperative Learning and Social Skills

- Student works with the group appropriately and willingly each day.
- Student shares materials.
- Student demonstrates respect for the thoughts and presentations of others.

CONCLUSION:

Think back over what you have learned about the Civil War, women and civilian life. By yourself, you will make a new Civil War "Spider" for each of the following:

1. ways women helped in the Civil War
2. daily life during Civil War times for women and kids
3. ways families kept in touch during the Civil War
4. geography of the North

5. geography of the South

6. battles

7. foods from Civil War times

8. events from Civil War times

9. Civil War vocabulary

10. other (your choice)

REFLECTION:

Figure 7
Nurses and Officers at Fredericksburg, Virginia
(Library of Congress)

This last step it helps you and your teammates realize what you are good at and what you need to continue working on. In your group, think about how you did the research and your final group presentation. Remember, all comments should be made in a kind and positive manner. During the discussion, write notes of comments you agree with on your individual Reflection Sheet (a piece of notebook paper).

Discuss the following questions:

- What went well?
- What problems occurred?
- If you would do it again, what changes would you make?
- How could you have used your time more effectively?
- How could you have improved how well people worked together?
- Pick one thing you didn't like about the project and explain why.
- Pick one thing you loved about the project and explain why.

TEACHER NOTES:

Grade Level/Unit:

Sheltered 8th Grade - Life During the Civil War for Women and Civilians

NOTE: Though this unit was written with the sheltered and special needs populations in mind, it can be used with all students populations.The lesson length would vary depending upon your students and time per class period. Instruction is "chunked" or broken into manageable pieces for special needs learners to experience success and enjoyment.

The lesson is intended to follow an overview of the American Civil War from a film, the text and/or teacher direct instruction. Create a timeline and have a large map of the U.S. in the 1860's available for student reference as they do the spider activity.

Lesson Purpose:

While examining life during the Civil War for women and civilians, students will

1. use and identify types of primary sources used to document life during Civil War (letters, diaries, books, photographs etc.)
2. develop historical empathy for the women and civilians who lived during the Civil War
3. examine the lives of women from multiple points of view (geographic and occupational)
4. identify forms of communication, keeping in touch with the family, during Civil War period
5. identify the efforts, jobs and duties of women during the Civil War
6. identify effects of Civil War on daily life of women, children, and other civilians
7. describe daily life during Civil War
8. describe the geography and its importance to war and people during the Civil War
9. learn basic battle information
10. practice interpersonal and relationship skill through cooperative/collaborative learning
11. practice and increase decision-making skills

12. improve study skills

Information Literacy Skills:

Students will:

1. use problem solving skills throughout the unit
2. organize information learned to complete daily assignments and a culminating final group project
3. increase reading, understanding and usage of both verbal and written English
4. learn to recognize factual information
5. compare and contrast differences and similarities

Lesson Length:

2-4 weeks is required for the entire project depending upon type of student population.

1-2 days are needed for most project steps. These can be used independently to supplement your own unit.

Suggested Pacing for a Sheltered Class:

The following is a suggested plan, based on a 45 minute class period, to use this unit with sheltered students:

Week 1:

GETTING STARTED
CIVIL WAR "SPIDERS"
CYBER SCAVENGER HUNT
FLOWING TERRIFIC TERMS

Week 2:

A YOUNG GIRL'S LIFE
MEETING A SPY & OTHER STORIES
INTERNET RESEARCH

Week 3:

KEEPING IN TOUCH WITH HOME
DYNAMITE DRAWINGS

Week 4:

STORYBOARDS
PRACTICE PRESENTATION
FINAL GROUP PRESENTATION

Additional Resources and Materials:

Supplies

paper (lined and blank), pencil, erasers
colored pencils or marking pens
construction paper
rulers, scissors, and glue sticks

Supplemental Online Resources

Civil War Gazette
http://www.itdc.sbcss.k12.ca.us/curriculum/civilwar.html

Print Materials

textbook
Goode's World Atlas
Spanish/English Dictionary
library and trade books
Fort Life-Historic Communities by Bobbie Kalman and David Schimpky
Games from Long Ago-Historic Communities by Bobbie Kalman
Abraham Lincoln, Troll Associates - with cassette tape
Robert E. Lee: Brave Leader, Troll Associates - with cassette tape
Clara Barton: Angel of the Battlefield, Troll Associates
Civil War Heroines, Bellerophon Books (coloring book with short summaries)
Civil War Thematic Unit, Teacher Created Materials, Inc. (fabulous reproducibles)
The Civil War, Scholastic (literature units, projects, Reader's Theater and activities)
Civilians, by Juanita Leisch, Thomas Publications (photographs, everyday life, war effects and jobs)
Blue and Grey Cookery, Hugh and Judy Gowan, Capitol Press

Optional Technology

Encarta Atlas CD ROM
Vital Links Multimedia Program
E-mail access (for extension activities, i.e. correspondence with Reenactment Groups, Daughters of Confederacy, Sons of Confederacy, etc.)

Interdisciplinary Connections:

MATHEMATICS

Venn Diagrams
Statistics
Problem Solving

LANGUAGE ARTS

Civil War & English Vocabulary Words
Writing process ("spiders", letter writing, storyboards)
Oral and written expression

VISUAL & PERFORMING ART

drawings (flags, maps & scenery)
acting

OTHER

preplanning
interpersonal skills
decision making
time management

Lesson Sequence:

Introduction

After doing some background teaching about the political issues and chronology of events from the era of the Civil War, the teacher asks the class to imagine how it would be to live 140 years ago. The following questions will help lead the thoughts and discussion, if needed:

What would be different? What would be the same?

They did not have televisions or cars back then. What other things do you have that weren't invented then?

What was life like for people living then?

Groups

Assign students to groups of four. Select the groups based on student abilities and personalities.Assign each group a group number, type of woman during Civil War period and

battle or area. You might let the students choose battle areas, with approval.

Spider Activity

In their group, after they have completed this activity listed under the student section, they share all spider information. As each group member talks, the other members add to their individual spiders any information not listed, but deemed accurate.

Each group compiles information into a GROUP SPIDER. The group draws on construction paper (one piece per group). Each group takes a turn and shares their spider with the class. They are posted around the room and kept until the end of the unit. Then have students do activity again and compare their new results. They will be amazed at how much they learned!

Students tell the teacher the needed Civil War information. The teacher writes the information on poster paper. The chart is kept around class throughout the unit and reviewed every week (or day). New information as learned is added to the chart as teacher spends the last few minutes of the period, or the beginning of the class having students recall what was learned. This allows students to be able to refer to chart during the unit and use as a guide for writing, (reinforces both memory and proper spelling).

Cyber Scavenger Hunt

Assign the following battle areas and sites to each group:

UNION (NORTH)	CONFEDERATE (SOUTH)
GROUP 1: Fort Sumter	GROUP 5: Fredericksburg
GROUP 2: Bull Run or Manassas	GROUP 6: Vicksburg
GROUP 3: Antietam	GROUP 7: Gettysburg
GROUP 4: Harper's Ferry	GROUP 8: Atlanta

Review Internet procedures, if needed. Students are to find basic information about their assigned battle and incorporate in their letters:

Flowing Terrific Terms

Give each student a FLOWING TERRIFIC TERMS worksheet. Each student visits three Civil War vocabulary sites and chooses 10 words different from other group members' words. The activity involves students creating a pictorial illustration and writing word meanings in their own words. Demonstrate and reinforce that "stick figures" are fine to make. This is not being graded for art. This is one form of a graphic organizer which has been successful in helping students remember vocabulary and meanings.

A Young Girl's Life

A glossary for a portion of the diary (CARRIE BERRY GLOSSARY) has been made to assist students in this activity. The diary is rich with details of Atlanta's experiences during the war. This is also a great resource to learn about daily life, chores, free time and foods eaten.

Meeting a Spy and Other Stories

An extra credit assignment is listed in the student section. You may want to develop another or eliminate that section.

Internet Research

Students work alone or with their group to find other information useful to the writing of the final letters and final group presentation. If you can have access to a bank of computers with Internet access for these days of the lesson, the time will be much better spent. If a lab is not available, rotate student groups to the computers and have other groups do other parts of the activity. You can also print off some of the letters and sections from the diary for off line use.

Keeping in Touch

This portion of the lesson will require time and monitoring. The writing process listed under the student section is a suggestion for teachers. There are many great ways to go through the process.

Dynamite Drawings

Students love this portion of the unit. The amount of time spent here depends upon the teaching schedule, type of class, talents of the students (and the teacher), etc. This area can be easily adapted to allow more or less time in this section. Students also can complete some of this work at home. Props and scenery can also be extremely simple (just a head covering for the character and a sheet for a tent) to the elaborate. Having props and scenery helps these students to visualize, experience, and acquire a better understanding of the historical time period. Students often view the final project more seriously when this section is also emphasized. This section also allows the artistically creative students to shine.

Storyboards

This activity helps students plan their final group presentation in a fun and concrete way. They write a storyboard, like a cartoon strip of the scenes in their presentation. It's helpful to point out to them not to spend a lot of time on the pictures. The purpose of this activity is to put in writing their words and scenes. If they draw one scene per piece of paper, they can experiment with the placement of the scenes. The final order will be their final presentation order. They then number the order on the back and write their Period Number, Group Number and Group Members' Names on the back of each storyboard.

Practice Presentation

Some class time is given for practice but it helps to encourage groups to practice for homework. Groups planning to videotape at home need to plan meetings and video times. Students are to prepare for 15 minutes and time themselves. In reality, the presentations will be 10-15 minutes as students forget lines and speak fast when presenting.

Final Group Presentation

Final group presentations take about 1-3 days depending on the size of the class. Students should take notes during the presentations. This helps to ensure focused attention and increases learning. After each group presentation, the teacher can help reinforce concepts and fill in the gaps of learnings missed by students. Students can add this information to their notes. Notes can be collected for an additional assignment or taken home to study for a mini-assessment the next day.

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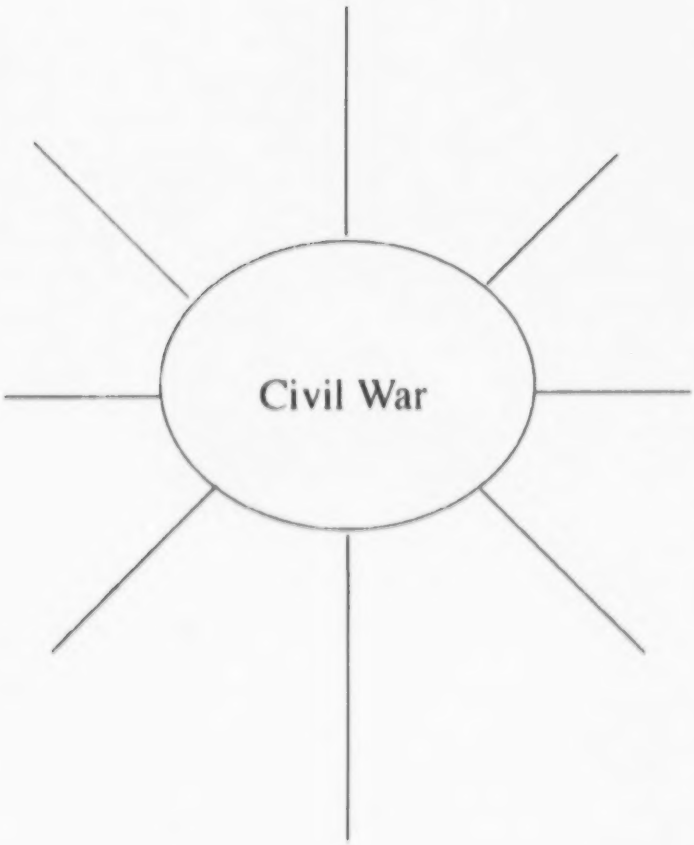
Lesson reviewed for accuracy by Joanna Cowden, CSU Chico


Civil War

CYBER SCAVENGER HUNT

GROUP NUMBER:____ PER.____

MY GROUP'S BATTLE SITE IS:

_____

BATTLE DATE:

_____

GROUP MEMBERS:

_____

_____

_____

_____

****

	UNITED STATES (THE NORTH)	*CONFEDERATE STATES* (THE SOUTH)
NICKNAME:	Yankees	Rebels
LEADER:		
CASUALTIES:		
WON/LOST:		

The battle is in the state of _____. Near the battle area are the following bodies of water:_____

_____.

Describe the location of the battle terrain (land):_____

_____

_____.

Tell about an interesting battle event your group discovered:

_____

_____

_____

_____

The battle lasted _____ (days, hours, etc.).

On back of paper, write down other important or interesting things.

KITTY

EXAMPLE

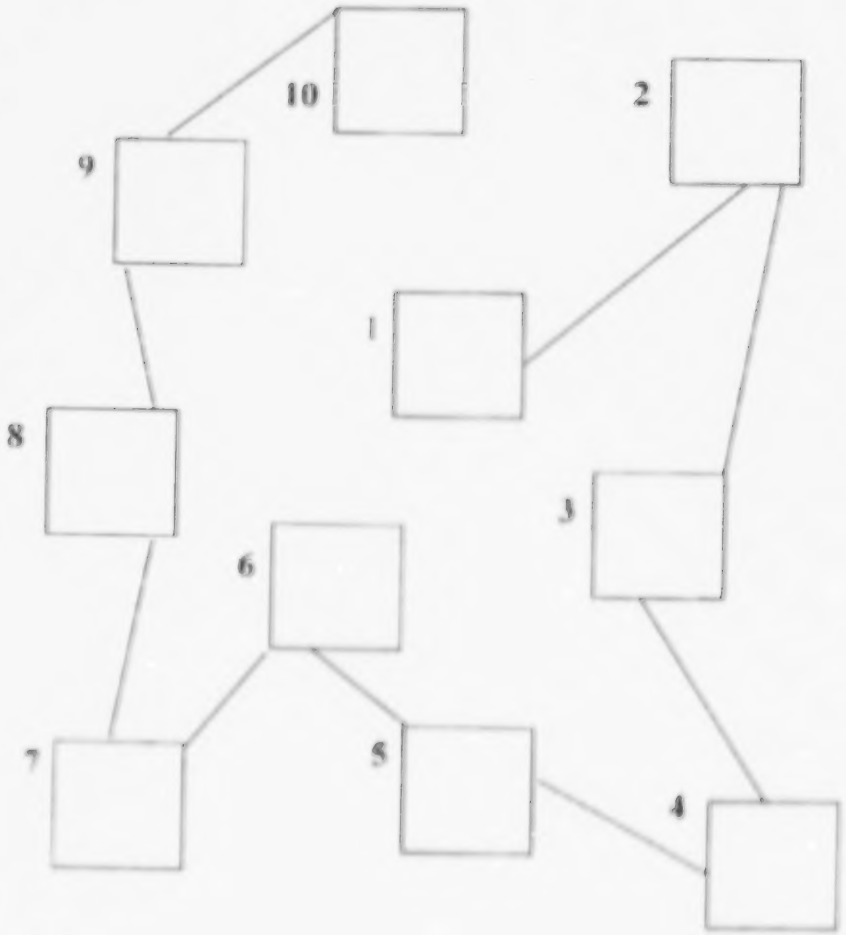
SLANG: YOU

A SMALL ANIMAL WITH SOFT FUR

FLOWING TERRIFIC TERMS

NAME _____

PERIOD____ DATE____



CIVIL WAR SOLDIER VOCABULARY

1. ARTILLERY--cannon and other large weapons.

2. BAYONET--weapon like a knife attached to front end of a musket or rifle.

3. BEDROLL--blankets rolled and carried by soldiers, also contained personal belongings.

4. BUMMER--soldier that would take needed items from farmers and townspeople.

5. CANTEEN--tin or wood container on a strap, used to carry liquid.

6. CAP--a small device used to explode powder in a musket barrel.

7. CAP BOX--small box of leather attached to the belt to hold caps used to fire muskets.

8. CARTRIDGE--paper tube which held a bullet and gun powder.

9. CARTRIDGE BOX--box made of leather used to hold cartridges.

10. CAVALRY--group of men fighting from horseback.

11. CORPS BADGE--badge showing which unit or corps a soldier belonged to.

12. FORAGING--roving the countryside in search of food, sometimes taking from farmers.

13. HARDTACK--hard biscuit made of flour, salt, and water.

14. HAVERSACK--small canvas sack used by soldiers to carry their food.

15. HOUSEWIFE--small sewing kit.

16. INFANTRY--group of men fighting on foot.

17. JACKET--four-button woolen or cotton coat worn by Civil War Soldiers.

18. KEPI--cap or hat worn by Civil War Soldiers, part of uniform.

19. KNAPSACK--canvas container strapped to a soldier s back which held personal belongings.

20. RIFLED-MUSKET--musket loading gun, fired with cartridge and cap.

21. SHOES--made of leather, when available, a necessity and often scarce in the South

22. SLOUCH HAT--wide brimmed hat, sometmes worn instead of Kepi.

23. SUSPENDERS--cloth or leather used to hold up pants.

24. TIN CUP--cup used to hold water and to cook with

Courtesy of U.S. Department of Interior, National Park Service

CIVIL WAR MEDICINE VOCABULARY

1. AMPUTATION--a surgical operation used to remove an hand, arm, foot or leg.

2. ANESTHESIA--a drug used to make patients unconscious before surgery.

3. CHLOROFORM--the most common anesthesia used in the Civil War.

4. DYSENTERY--a disease of the intestines which caused severe diarrhea.

5. LIGATURE--tying ends of blood vessels in the body to stop bleeding.

6. MINNIE BALL--bullet fired from rifles during the Civil War.

7. MORPHINE--a very powerful pain-killing drug used during the Civil War.

8. SCALPEL--a small, sharp knife used by surgeons to cut through skin and other soft tissue.

9. STYPTICS--drugs which absorb blood and stop bleeding.

10. SUTURES--silk thread stitches used to sew up wounds.

11. TOURNIQUET--a device which wraps around an arm or leg and is tightened to stop bleeding.

12. TYPHOID FEVER--a very deadly disease caused by bad food and water.

Courtesy of U.S. Department of Interior, National Park Service

CIVIL WAR SLANG

1. CHIEF COOK AND BOTTLE WASHER--person able to do many things

2. SHEET IRON CRACKERS--hardtack

3. SARDINE BOX--cap box

4. BREAD BASKET--stomach

5. GREENBACKS--money

6. GRAYBACKS--lice or Southern Soldiers

7. ARKANSAS TOOTHPICK--a large knife

8. PEPPERBOX--pistol

9. FIT TO BE TIED--angry

10. HORSE SENSE--on the ball or being smart

11. TOP RAIL #1--first class

12. HUNKEY DOREY--great!, fabulous!

13. GREENHORN, BUGGER, SKUNK--officers

14. SNUG AS A BUG--cozy or comfortable

15. SAWBONES--surgeons

16. SKEDADDLE--scatter or run

17. HORNETS--bullets

18. BULLY--yeah! hurrah!

19. POSSUM--a pal, friend, or buddy

20. FIT AS A FIDDLE--healthy or in great shape

21. UPPITY--conceited

22. SCARCE AS HEN S TEETH--rare or scarce

23. GRAB A ROOT--potato or have dinner

24. TIGHT, WALLPAPERED--drunk

25. BARK JUICE, TAR WATER, NOKUM STIFF, JOY JUICE--liquor

26. HARD CASE--tough

27. BLUFF--cheater

28. JAILBIRD--criminal or prisoner

29. HARD KNOCKS--beaten up

30. BEEN THROUGH THE MILL--done a lot

31. QUICK-STEP--diarrhea

32. PLAYED OUT--worn out

33. TOEING THE MARK--doing the job

34. GOOBERS--peanuts

35. SUNDAY SOLDIERS, KID GLOVE BOYS, PARLOR SOLDIERS

--insulting words for soldiers

36. FRESH FISH--raw recruits

37. WHIPPED--beaten

SOURCES: The Life of Johnny Reb by Bell Irwin Wiley

The Life of Billy Yank by Bell Irwin Wiley

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CARRIE BERRY
GLOSSARY

ABUNDANCE (AUG. 14)
a lot of something
ALLMOST (OCT. 9)
misspelling for almost
AMUNITION (SEPT. 2)
misspelling for ammunition
ARITHMETIC (JAN. 2)
mathematics
ASSOCIATE (OCT. 18)
friend
BEN (SEPT. 3 AND OTHER DATES)
been
BERY (NOV. 23)
misspelling for bery
BHOWT (NOV. 26)
misspelling for brought
BUESKET
misspelling for biscuit
BUISKETS (DEC. 9)
misspelling for biscuit
BUISY (AUG. 27, AND OTHERS)
misspelling for busy
CAM (OCT. 14)
misspelling for came
CAP. (DEC. 25)
misspelling for captains
CARS (NOV. 11)
not autos, railroad cars
CARSHED (NOV. 11)
train station
CELLAR (AUG. 4)
basement
CITTIZENS (NOV. 28 & 30)
misspelling for citizens
COMENCED (SEPT. 9)
misspelling for commence; begin
COMMENCES (AUG. 4, 30, OCT. 3)
Begins
CONFEDERATES (NOV. 17)
Southern soldiers, rebels
CONTENTED (SEPT. 11)
happy
COUNTRY PEOPLE (NOV. 17 & 20)
people living in country
DINNER (DEC. 7)
lunch or noon meal in the South
DREAD (NOV. 14)
to fear or not want to do
DRED (NOV. 12)
misspelling for dread
ERBLIGED (NOV. 11)
misspelling for obliged, forced
EVACUATED (SEPT. 1)
to leave an area
FEDERALS (AUG. 11, OCT. 3 & 9)
Northern soldiers, Union
FRETTED (AUG. 23)
worried
FRITENED (NOV. 9 & 12)
misspelling for frightened-scared
FROCK (OCT. 1)
dress
GARD (NOV. 15)
misspelling for guard
GRATE (NOV. 27)
misspelling for great, many
GRIEVED (SEPT. 22)
suffered, felt sorrow or pain
GUINEA PIG (NOV. 23)
small animal, size of hamster
HAIL STORM (DEC. 28)
storm of hail, made of ice & snow
HELPT (SEPT. 14)
helped
HERD (AUG. 25, OCT. 3 & 9)
misspelling for heard
HICKERY NUTS (NOV. 23)
type of nut
HOLLOWDAY (SEPT. 16)
misspelling for holiday

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[illegible] (AUG. 23)
not able to leave the house
[illegible] (NOV. 8)
asked
[illegible] (DEC. 8)
misspelling learned
[illegible] (NOV. 30, AND OTHERS)
sits in lounge
[illegible] (OCT. 13)
misspelling for made
[illegible] (DEC. 3)
sewing
[illegible] (AUG. 2)
a shoulder gun
[illegible] (SEPT. 16)
misspelling for navigate
[illegible] (NOV. 1)
misspelling for pay
[illegible] (SEPT. 17)
misspelling for pieces
[illegible] (DEC. 2)
misspelling for particular
[illegible] (DEC. 23)
misspelling for plans
[illegible] (SEPT. 23)
race
[illegible] (NOV. 18 & 20)
crabbing
[illegible] (JAN. 6)
misspelling for perfect
[illegible] (DEC. 14)
doll made out of scrap material
[illegible] (SEPT. 29)
misspelling for reason
[illegible] (NOV. 7)
Southern soldiers, Confederates
[illegible] (SEPT. 2)
misspelling for ridiculous
[illegible] (AUG. 27)
controlled
[illegible] (SEPT. 6)
had pie
[illegible] (NOV. 6)
misspelling for report
[illegible] (SEPT. 2)
misspelling for sacks, bags
SARGENT (OCT. 30)
war officer, soldier
SCRAPES (OCT. 6)
misspeling for scraps, pieces
SERVIS (DEC. 21)
misspeling for service, war time
SHELLED (AUG. 2)
to remove shell of corn, wheat
STEEL (OCT. 13)
misspeling steal, to take
STOCKINGS (SEPT. 1) - knitted socks
knitted socks
STRAITEN (NOV. 18)
misspelling for straighten
STUDDING (DEC. 29 & 30)
misspelling for studying
SUPPER (DEC. 7 & 19)
dinner, evening meal in South
TALLOW (NOV. 5)
cattle fat used to make soap, candles, and margarine
TILL (SEPT. 14)
misspelling for until
TITE (NOV. 6)
misspelling for tight
TORMENT (AUG. 16)
pain, agony
TURKEE (DEC. 30)
misspelling for turkey
UNTILL (NOV. 30, Jan. 1 & 3)
misspelling for until
WEE (SEPT. 26)
misspelling for we
WENT TO IRONING (SEPT. 8)
did ironing
WIMMEN (NOV. 7)
misspelling for women
WIRK (SEPT. 13, OCT. 15, 19 & 20)
misspelling for work
YANKEE (SEPT. 3)
Northern soldier, Union

BEST COPY AVAILABLE